

TE TIROHANGA I TE KŌREROTANGA O TE REO RANGATIRA I ROTO I NGĀ KĀINGA MĀORI ME NGĀ ROHE

Survey of Language Use in Maori Households
and Communities

PĀNUI WHAKAMŌHIO
INFORMATION BULLETIN

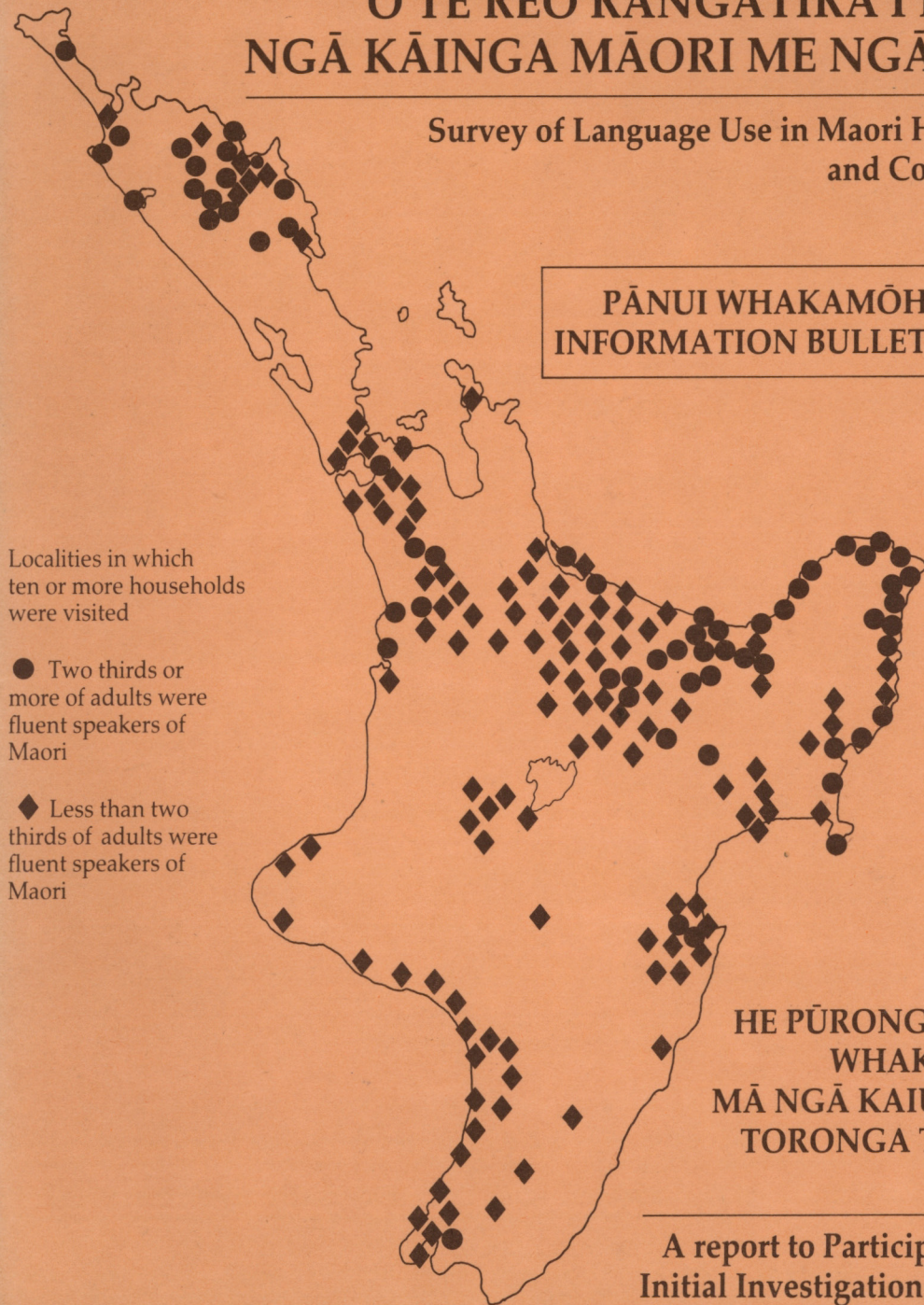
108

ISSN 0113-3063

Localities in which
ten or more households
were visited

● Two thirds or
more of adults were
fluent speakers of
Maori

◆ Less than two
thirds of adults were
fluent speakers of
Maori



HE PŪRONGORONGO
WHAKAMŌHIO
MĀ NGĀ KAIURU KI TE
TORONGA TUATAHI,
1973-1978

A report to Participants in the
Initial Investigation, 1973-1978

**Knowledge of Spoken Maori in Coromandel,
 Kennedy Bay and Manaia (1975)**

Age Group	Fluent Speakers	Understand Easily	Limited Understanding	No Knowledge
45 years & over	6 (55%)	9 (82%)	1 (9%)	1 (9%)
25-44 yrs	5 (24%)	6 (29%)	5 (24%)	10 (48%)
15-24 yrs	0 (0%)	0 (0%)	2 (22%)	7 (78%)
2-14 yrs	0 (0%)	0 (0%)	3 (8%)	34 (92%)
Overall	11 (14%)	15 (19%)	11 (14%)	52 (67%)

 (Figures refer to members of households visited;
 percentages have been rounded to nearest whole number)



Results of the Linguistic Survey

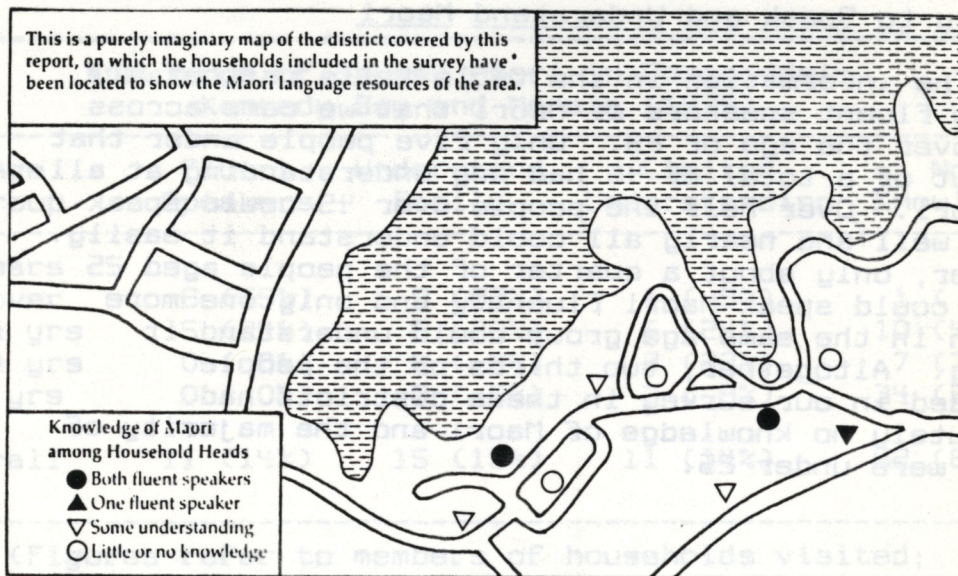
Iwi Affiliation.

The people we interviewed mentioned a combined total of six major iwi to which they or the members of their household belonged. Ngati Porou with 33 members (or 41 percent of the total) was the largest iwi mentioned, while 24 people (30 percent) claimed affiliation with Ngapuhi.

Ability to Speak and Understand Maori

The information in the table tells us that all of the fluent speakers of Maori that we came across were over the age of 25. Only five people under that age out of a total of 46 had any understanding at all of Maori. Over half the people over 45 could speak Maori well and nearly all could understand it easily. However, only about a quarter of the people aged 25 to 44 could speak Maori fluently and only one more person in the same age group could understand it easily. Altogether, two thirds of the people included in our survey in these districts had absolutely no knowledge of Maori and the majority of these were under 25.





COROMANDEL

Use of Maori Language in the Household

Thirteen of the households in our survey had dependent children. In all of these English was the main or only language used between household members. Two of the three childless households used mostly Maori while the other household used mainly English.

The Maori Language in the Community

English was the main language used for talking with children, neighbours and visitors. About two fifths of the people interviewed mentioned using both Maori and English with visitors and about a quarter did the same with neighbours.

However, at least some Maori was likely to be used in certain religious ceremonies and on the marae in formal situations such as whaikorero.

If any two people from these districts included in our survey were to meet unexpectedly and they were both adults, the chances that they would be able to have a conversation in Maori would be about one in six. If one or both of them were children, however, the chances of a conversation in Maori would be practically nil.

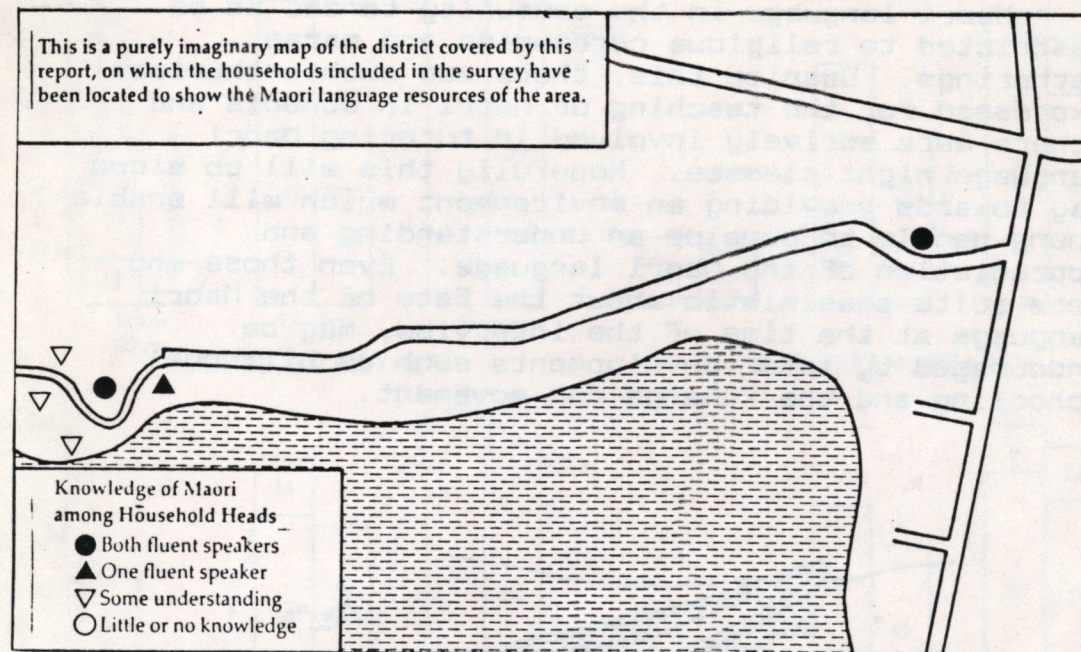


Attitudes towards the Maori Language

Maori was the first language understood by a quarter of the people we interviewed and the same number said it was the language they would prefer to use for everyday conversations.

Over two fifths of our informants had been punished at school for speaking Maori. This had made some people decide not to teach their own children Maori. For example, one woman said that she didn't want them to go through what she went through. One man who had told us he didn't teach his own children Maori after being punished said that he now regretted his decision. Another woman who had been punished at school said she had made sure her children were fluent in both Maori and English so that at home they could speak Maori but could speak English at school.

While some people were actively trying to revive the language through night classes and classes at local schools, other people felt that nothing could be done now to save Maori, as it was just too late.

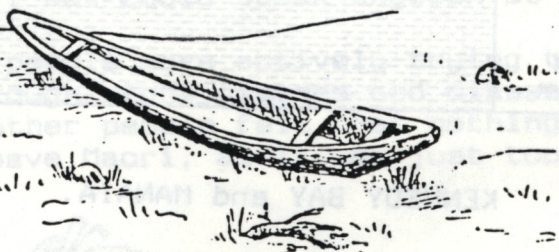


KENNEDY BAY and MANAIA.

Conclusion

Amongst the people included in the linguistic survey in Coromandel, Kennedy Bay and Manaia, the Maori language was much more likely to be used by adults and practically never by children. Although a few people used some Maori when talking with neighbours and visitors.

Maori language in the community tended to be restricted to religious ceremonies and marae gatherings. Despite this, there was much enthusiasm expressed for the teaching of Maori in schools and others were actively involved in tutoring Maori language night classes. Hopefully this will go along way towards providing an environment which will enable young people to develop an understanding and appreciation of the Maori language. Even those who were quite pessimistic about the fate of the Maori language at the time of the interview, may be encouraged by later developments such as bilingual schooling and the kohanga reo movement.

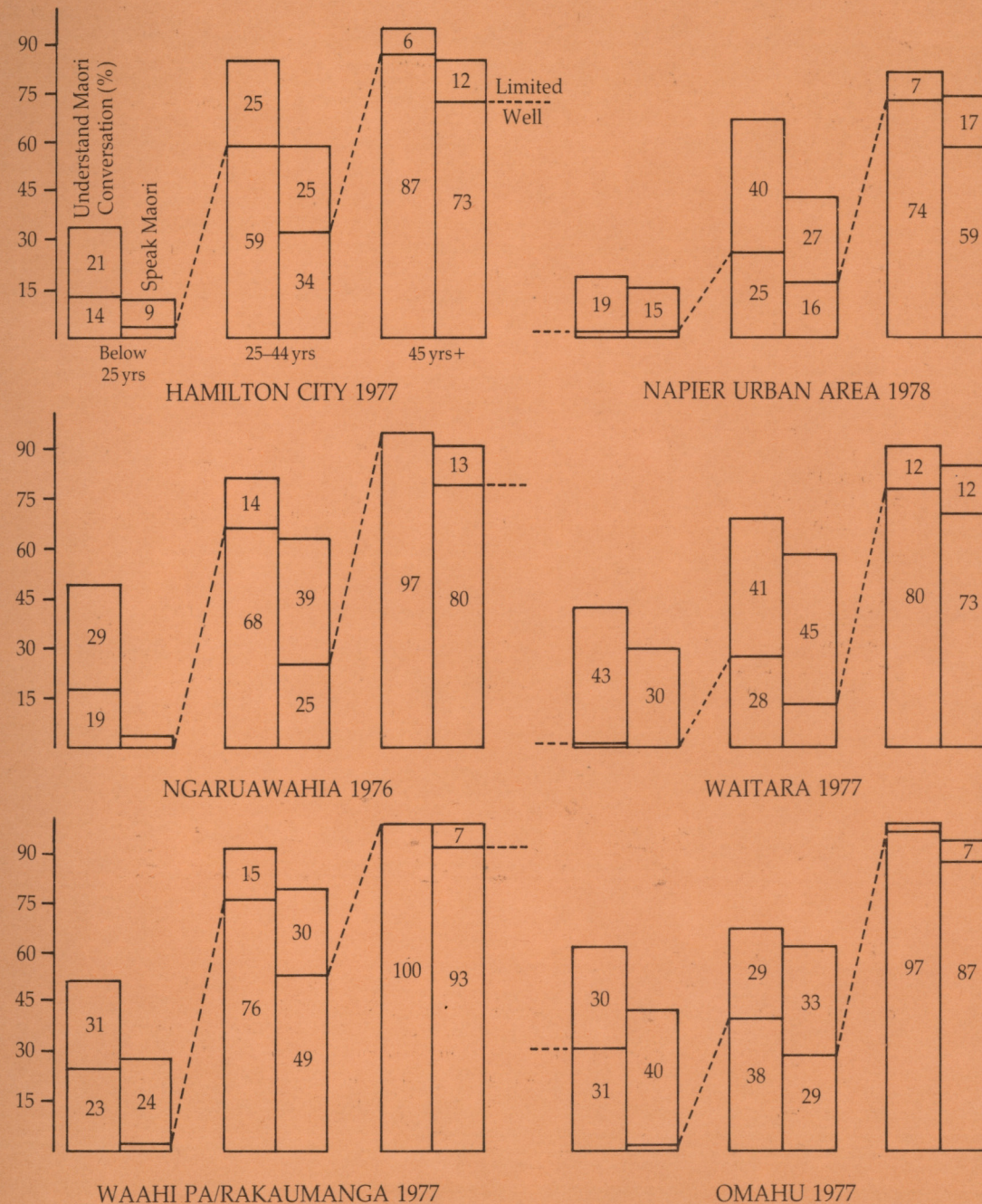


This report was prepared by:

Paula Martin
(Rangitane/Ngai Tahu)

(c) Copyright, Maori Unit, NZCER, Wellington
July 1986 (108)

Knowledge of Maori Language by Age Groups in Selected Areas at the Time of the Linguistic Census



The Survey of Language Use in Maori Households and Communities

The census of language use on which this report is based is the first part of a general study of the place of the Maori language in Maori communities, its structure, how it is spoken and written under modern conditions, and its relevance to New Zealand as a nation. This study is being conducted by the Maori Unit of the New Zealand Council for Educational Research. Fieldwork for the census phase began in Whangaroa County and Te Tii in August 1973, and ended in August 1978. Follow-up studies and studies in additional communities will be undertaken from time to time (the first of these was conducted in Waverley in August 1979).

The map on the front cover shows the approximate localities in which ten or more households were visited between 1973 and 1979. Since the linguistic census was completed, the major task of the Unit has been the analysing and reporting of the information collected. At the same time, however, studies of the structure and usage of the Maori language have commenced; these will result in a series of handbooks and other materials for teachers of Maori (including parents), and for people wishing to learn the language. An example of this is *The First Basic Maori Word List*, published in 1982. Other publications have included background studies for bilingual education projects, and reports on policy issues affecting the Maori language and Maori speakers – for example, the legal status of Maori in New Zealand.

The Purpose of This Report

This report has been prepared for the people who participated in the original survey and who provided the information on which it is based. It is hoped that it will encourage people to compare the situation now with that at the time covered by the report, and that this information will provide a basis for discussion and debate about what action, if any, each community might take to ensure that the Maori language is at least as important in the twenty-first century as it was in the 1970s.

Further Information

One copy of this report is provided free to each person interviewed during the linguistic census in the area concerned, and to local schools, Maori Language Boards, and Maori Committees. Further information about the linguistic survey, and lists of publications, may be obtained from the Maori Unit, New Zealand Council for Educational Research, P.O. Box 3237, Wellington.



Ngā Mihi/Special Thanks

Our first thanks must go to the 6,500 Maori families who entrusted us with the information presented in this series of reports. Fieldwork for the survey was funded substantially by contributions from the Lottery Board of Control, Fletcher Holdings Limited, the Maori Purposes Fund, and the Maori Education Foundation. The coding and analysis of the data was supported initially by a grant from Fletcher Holdings Limited, and further financial assistance for these purposes has been provided by Mobil Oil N.Z. Limited, the Post Primary Teachers Association, the New Zealand Educational Institute and the Raukawa Trustees. The writing of these reports was made possible by the generosity of the J.R. McKenzie Trust.